

# A Word of Caution

My biggest fear in making these Benchmarked Instructional Guideline (BIG) Reports available is that they will be misused. Marie Clay shared her concerns about such documents:

"Educators are able to draw on many studies and describe markers along the way as if there is a route to be traveled and achievements that can be checked off. However, I have many problems with developmental curricula:

- Research reports the average achievements of groups, but that average performance does not reflect the actual performance of any one individual;
- or it reports what the median child of the group was able to do, which also is not a model for all children;
- or it describes the longitudinal path taken by a particular child, but it is unlikely that any other child will travel precisely that path." (Clay, 1998, p. 88 - 89)

Let me be perfectly clear: **Do not use the BIG Reports to hold readers back.** It is not **the** path. It is not even intended to be **a** path. It is more of a guide to a few instructional points of interest along the way.

The purpose of the BIG Reports is **not** to determine a student's text level, but rather to **guide our instruction** within certain ranges of text levels (the name *Benchmarked Instructional Guidelines* is meant to reflect this). In fact, I strongly advise against using these reports at all among normally progressing and above benchmark readers.

I would suggest using the BIG Reports to **guide instruction** for our tangled readers. It is simply a tool to allow our instruction to be deliberate and purposeful.

Benchmarked Instructional Guidelines (BIG) Reports  
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□ 1 BIG C Report

□ 1.1 Word Work

- 1.1.1 The learner is able to use sound analysis on simple regular words (at, did, mop).  
(Dorn & Soffos, 2001, p. 64)
- 1.1.2 The learner is beginning to look at print and not attend solely to pictures and/or pattern.  
(Fountas & Pinnell, 1996, p. 120)
- 1.1.3 The learner is able to physically indicate syllables (eg. clapping).  
(Fountas & Pinnell, 2011, p. 262)
- 1.1.4 The learner is able to make and break words.  
(Fountas & Pinnell, 2011, p. 262)

□ 1.2 Writing

- 1.2.1 The learner can use slow articulation and letter-sound match in regular single syllable words.  
(Fountas & Pinnell, 2011, p. 262)
- 1.2.2 The learner is beginning to control appropriate spacing on the page.  
(Dorn & Soffos, 2001, p. 33)
- 1.2.3 The learner records dominate consonant sound.  
(Dorn & Soffos, 2001, p. 21)

□ 1.3 Reading

- 1.3.1 The learner can point to words in a one-to-one match throughout 1 - 3 lines of patterned text.  
(Fountas & Pinnell, 2011, p. 262; Dorn & Soffos, 2001, p. 33)
- 1.3.2 The learner can articulate the first letter sound in unknown words.  
(Fountas & Pinnell, 2011, p. 262)
- 1.3.3 The learner is beginning to self-correct miscues.  
(Fountas & Pinnell, 2011, p. 262)
- 1.3.4 The learner uses return sweep.  
(Fountas & Pinnell, 2011, p. 262; Dorn & Jones, 2012, p. 54)
- 1.3.5 The learner reads from left to right.  
(Fountas & Pinnell, 2011, p. 254)
- 1.3.6 The learner can locate known and unknown words.  
(Fountas & Pinnell, 2011, p. 258)
- 1.3.7 The learner can use meaning cues from pictures.  
(Fountas & Pinnell, 2011, p. 262)
- 1.3.8 The learner re-reads after a told.
- 1.3.9 The learner carries the pattern in a predictable text.  
(Dorn & Jones, 2012, p. 55)

□ 1.4 Fluency

- 1.4.1 The learner reads at least 20 high frequency words with automaticity.  
(Dorn & Soffos, 2001, p. 33)
- 1.4.2 Voices visual prosody cues with possible prosody.  
(Fountas & Pinnell, 2011, p. 262)

□ 1.5 Support

- 1.5.1 The teacher is providing the highest degree of support to the learner.
- 1.5.2 The teacher is providing the learner with a level of support for new book orientation with a rich discussion of the pictures and storyline.
- 1.5.3 The teacher teaches for phrasing and fluency once the learner has one-to-one matching.
- 1.5.4 The teacher directs the learner's attention to print.
- 1.5.5 The teacher models fluency for the learner.

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□ 2 BIG E Report

□ 2.1 Word Work

- 2.1.1 The learner is able to make words with guidance by pattern analysis: if I can make CAT, I can make SAT.

(Fountas & Pinnell, 2011, p. 270; Dorn & Soffos, 2001, p. 64)

- 2.1.2 The learner can chunk words into onsets and rimes for many of the most common rimes.

(Fountas & Pinnell, 2011, p. 270)

□ 2.2 Writing

- 2.2.1 The learner is beginning to use chunks in writing.

(Dorn & Soffos, 2001, p. 38)

- 2.2.2 The learner records sounds in sequence.

(Dorn & Soffos, 2001, p. 38)

□ 2.3 Reading

- 2.3.1 The learner uses common inflected ending chunks: -s, -ed, -ing, -er, etc.

(Dorn & Jones, 2012, p. 57)

- 2.3.2 The learner is able to use sound analysis on simple regular words (at, did, best).

(Dorn & Soffos, 2001, p. 64)

- 2.3.3 The learner does cross-checking (V, M, S) independently and with guidance.

(Fountas & Pinnell, 2011, p. 270; Dorn & Jones, 2012, p. 57)

- 2.3.4 The learner re-reads to confirm and predict.

(Fountas & Pinnell, 2011, p. 270)

□ 2.4 Fluency

- 2.4.1 The learner reads at least 40 high frequency words in text with automaticity.

- 2.4.2 The learner reads familiar texts fluently.

(TCWRP, 2011)

- 2.4.3 The learner points only at difficult parts.

(Clay, 2005, p. 11; Dorn & Jones, 2012, p. 57)

- 2.4.4 The learner is beginning to voice visual prosody cues with intended prosody.

(Fountas & Pinnell, 2011, p. 270)

□ 2.5 Support

- 2.5.1 The teacher is allowing the learner to take over more responsibility for the reading as able.

- 2.5.2 The teacher is using extending prompts such as: *Were you right? & Try that again.*

- 2.5.3 The teacher's prompts are shifting from: *What do you hear?* to *What do you expect to see?*

- 2.5.4 The teacher providing the learner with less support for new book orientation.

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□ 3 BIG G Report

□ 3.1 Word Work

- 3.1.1 The learner is able to take words apart in large units: digraphs, inflectional endings, onsets, rimes.

(Fountas & Pinnell, 2011, p. 278)

- 3.1.2 The learner uses visual analysis to solve irregular high-frequency words.

(Dorn & Soffos, 2001, p. 64)

- 3.1.3 The learner is able to make words independently by pattern analysis: If I can make CAT, I can make SAT.

(Dorn & Soffos, 2001, p. 64)

- 3.1.4 The learner can change words with simple inflected endings. (-s, -ed, -ing)

(Fountas & Pinnell, 2011, p. 278)

□ 3.2 Writing

- 3.2.1 The learner is able to write words with guidance by pattern analysis: If I can make CAT, I can make SAT.

(Dorn & Soffos, 2001, p. 64)

□ 3.3 Reading

- 3.3.1 The learner sees chunks and uses them to solve unknown words with limited guidance.

(Dorn & Soffos, 2001, p. 38)

- 3.3.2 The learner is beginning to use chunking without prompting on words like CAT, STOP, CHIN, & RUNNING.

(TCWRP, 2011)

- 3.3.3 The learner is beginning to use visual analysis without prompting on words like MAKE, THEY, & LITTLE.

(Dorn & Soffos, 2001, p. 64)

- 3.3.4 The learner consistently self-monitors.

(Dorn & Soffos, 2001, p. 38)

- 3.3.5 The learner re-reads without prompting.

(Fountas & Pinnell, 2011, p. 278; Dorn & Jones, 2012, p. 57)

- 3.3.6 The learner cross-checks cueing systems (V, M, S).

(Fountas & Pinnell, 2011, p. 278)

□ 3.4 Fluency

- 3.4.1 The learner reads in phased chunks on familiar texts.

(Fountas & Pinnell, 2011, p. 278)

- 3.4.2 The learner voices visual prosody cues with intended prosody.

- 3.4.3 The learner is beginning to voice inferred prosody cues with possible prosody.

(Fountas & Pinnell, 2011, p. 278)

- 3.4.4 The learner reads at least 75 high frequency words in text with automaticity.

(Fountas & Pinnell, 2011, p. 278)

□ 3.5 Support

- 3.5.1 The teacher instructing the learner less, and more often prompting for problem-solving.

- 3.5.2 The teacher is supporting and reinforcing the learner's problem-solving behaviors.

- 3.5.3 The teacher is prompting the learner to self-select decoding strategies.

- 3.5.4 The teacher provides the learner with minimal support for new book orientation.

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□ 4 BIG I Report

□ 4.1 Word Work

- 4.1.1 The learner is able, with guidance, to make words by analogy: using STOP and NEW to make STEW.  
(Dorn & Soffos, 2001, p. 64)

□ 4.2 Writing

- 4.2.1 The learner spells many words correctly using appropriate analysis: sound, visual, and pattern.  
(Dorn & Soffos, 2001, p. 64)

□ 4.3 Reading

- 4.3.1 The learner is beginning to self-correct in-head but still self-corrects out-loud.  
(Dorn & Soffos, 2001, p. 47)
- 4.3.2 The learner chooses appropriate decoding strategies independently.  
(Dorn & Jones, 2012, p. 60)
- 4.3.3 The learner is able to construct meaning during a book preview with little guidance.  
(Dorn & Jones, 2012, p. 52)
- 4.3.4 The learner often cross-checks cueing systems independently.  
(Fountas & Pinnell, 2011, p. 286)
- 4.3.5 The learner is able to retell what was independently read.  
(TCWRP, 2011)
- 4.3.6 The learner self-corrects at point of error.  
(TCWRP, 2011)

□ 4.4 Fluency

- 4.4.1 The learner reads familiar texts in a smooth, expressive, and phrased manner.  
(Fountas & Pinnell, 2011, p. 287)
- 4.4.2 The learner is able to read portions of a new text in a smooth, expressive, and phrased manner.  
(Fountas & Pinnell, 2011, p. 287)
- 4.4.3 The learner reads at least 100 high frequency words in text with automaticity.  
(Fountas & Pinnell, 2011, p. 286)
- 4.4.4 The learner is beginning to voice inferred prosody cues with intended prosody.  
(Fountas & Pinnell, 2011, p. 287)

□ 4.5 Support

- 4.5.1 The teacher is allowing the learner to take over most of the responsibility for the reading.
- 4.5.2 The teacher continues to support and reinforce the learner's problem-solving behaviors.
- 4.5.3 The teacher is allowing the learner to self-orient prior to reading a new book and assisting with this only as needed.

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□ 5 BIG K Report

□ 5.1 Word Work

□ 5.1.1 The learner is able to make words by analogy: using STOP and NEW to make STEW.  
(Dorn & Soffos, 2001, p. 64)

□ 5.1.2 The learner is able to solve complex and multisyllabic words with guidance using synthesized word analysis: sound, visual, pattern and analogy.  
(Dorn & Soffos, 2001, p. 64)

□ 5.2 Writing

□ 5.2.1 The reciprocal relationship between writing and reading shifts to reading supporting writing growth more than writing supporting reading growth. The learner can read as a writer.

□ 5.3 Reading

□ 5.3.1 The learner can self-orient to a new book independently.  
(Dorn & Jones, 2012, p. 52)

□ 5.3.2 The learner chooses and orchestrates multiple strategies to solve words.  
(Fountas & Pinnell, 2011, p. 294)

□ 5.3.3 The learner can read for sustained periods independently.

□ 5.4 Fluency

□ 5.4.1 The learner is beginning to read with mostly intended prosody throughout a text.  
(TCWRP, 2011)

□ 5.5 Support

□ 5.5.1 The teacher continues to support and reinforce the learner's problem-solving behaviors. Prompts are frequently comprehension related.

□ 5.5.2 The teacher is allowing the learner to self-orient prior to reading a new book and assisting rarely.

## Benchmarked Instructional Guidelines (BIG) Reports

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### □ 6 References

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